

*The preservice teacher
knows the discipline...*

*Family and Consumer
Sciences Education*

(Grades 5-12)

Introduction

The following competencies are intended to clarify Standard 1.1, "... knows the discipline," in the N-STEP process. The competencies are firmly rooted in the profession's best knowledge and practices. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers in order to be licensed to teach.

The beginning (preservice) family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<p>1. Human Development and Parenting (CR 3, 5, 6; SS 1; HP 1, 3, 7; G 1.1-5, 1.7-8, 1.10, 2.3, 3.1-7, 4.2-3, 4.5-7)</p>	<ol style="list-style-type: none"> 1. Impact of child guidance and parenting styles on the development and nurturing of individuals; 2. Legal rights and responsibilities of individuals and families; 3. Responsibilities of families and caregivers, including maintaining safety, selecting child care, and serving as the child's first teacher; 4. Personal impact of the parenting role on one's life choices and opportunities; 5. Developmental stages, including physical, social, intellectual and emotional characteristics of human development and their application in meeting the needs of individuals through the life span; and 6. Human sexuality concepts and issues as they impact individuals and families.
<p>2. Family and Interpersonal Skills (CR 3, 6; CA 7; SS 6; HP 2, 5; G 1.1-10, 2.1, 2.3, 3.1-8, 4.1-7)</p>	<ol style="list-style-type: none"> 1. Strategies for evaluating personal and family needs and priorities throughout the life cycle; 2. Role and impact of families on social, economic and political cultures throughout time; 3. Contemporary issues affecting individuals and families; 4. Decision-making skills that impact personal behaviors leading to long-term consequences; 5. Factors affecting intergenerational relationships throughout the life span, including communication skills, values, and cultural differences; 6. Management strategies for balancing family and work life; 7. Conflict management and coping skills applied to life situations; 8. Diversity and cultural differences in families; and 9. Legal issues impacting individuals and families.

The Family and Consumer Sciences Education competencies have been developed to correlate with the following documents:

- Missouri's Show-Me Standards abbreviated as:
SS 1,4 = Social Studies section, statements 1 and 4
HP 7 = Health/Physical Education, statement 7
G 1.2, 3.1-7 = Goal 1, statement 2 and goal 3, statements 1 through 7
- Missouri's minimum requirements for Family and Consumer Sciences Education certification, effective September 1, 1997 abbreviated as:
CR 6 = Certification Requirement, section 6

Beginning Teacher Discipline-Specific Competencies: Family and Consumer Sciences Education

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The beginning (preservice) family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<p>3. Nutrition and Wellness (CR 1, 3; M 1; S 1; SS 6; HP 2-6; G 1.4, 1.7, 2.3, 3.1-5, 3.7-8, 4.6-7)</p>	<ol style="list-style-type: none"> 1. Nutrition and wellness concepts in daily living throughout the life cycle; 2. Strategies for planning, purchasing, preparing, and serving nutritious foods; 3. Impact of alcohol and other drugs and eating disorders on individual and family wellness; 4. Weight management and exercise strategies to maintain health throughout the life span; 5. Strategies for using and evaluating technology in meal planning and preparation; 6. Cultural, economic, and policy influences on food and eating behaviors; 7. Global issues relating to nutrition and wellness; 8. Safety and sanitation procedures; and 9. Food science and mathematical concepts in nutrition, wellness, and food preparation.
<p>4. Family and Consumer Resource Management (CR 1-6; M 3; S 8; SS 6; HP 6; G 1.1-10, 2.3, 3.1-8; 4.1-7)</p>	<ol style="list-style-type: none"> 1. Strategies for identifying, managing, and conserving material and human resources to meet individual and family needs; 2. Strategies for applying goal-setting and prioritizing skills; 3. Strategies for assessing community resources available to assist individuals and families; 4. Strategies for evaluating the impact of economics and technology in a global society; 5. Strategies for selecting, maintaining, evaluating equipment and technology used to meet and enhance family functions; and 6. Strategies for interpreting impact of cultural and economic diversity on resource management.

The beginning (preservice) family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<p>5. Housing and Environment (CR 3, 4; SS 6; G 1.1-10, 2.3, 3.1-8, 4.1-7)</p>	<ol style="list-style-type: none"> 1. Strategies for analyzing how constructed environments meet or impede the attainment of basic human needs; 2. Decision-making skills for determining housing needs throughout the life cycle; 3. Historical, environmental, aesthetic, cultural, legal, and technological influences on living and work environments; and 4. Principles and elements of design applied in creating comfortable, safe, and aesthetically-pleasing home and work environments.
<p>6. Textiles, Apparel and Fashion (CR 2, 3; SS 6; G 1.1-10, 2.3, 3.1-8, 4.1-7)</p>	<ol style="list-style-type: none"> 1. Selection, care, repair, redesign, and reuse of textile products to meet individual and family needs; 2. Strategies for assessing apparel decisions in terms of values, function, appearance, and societal norms; 3. Fibers, fabrics, design concepts, and construction of textile products; 4. Cultural, aesthetic and historical aspects of textiles, apparel, and fashion; and 5. Strategies for evaluating textile products and policy for individuals in various life situations.